**K-5 Math Lesson Plan**

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| **Teacher:**  **Raynor** | | | **Grade: 3** | | | **Date(s)**: Day 5 |
| **Unit Title: Planning a Family Reunion** | | | | **Corresponding Unit Task: Prior to Task 3** | | |
| **Essential Question(s): How does place value understanding help me round to benchmark numbers?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** | | **Student:**  **Hundreds Chart**  **Thousands Chart** | | | **Round**  **Estimate**  **Benchmark Number** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  x  1. Make sense of problems and persevere in solving them.  x 2. Reason abstractly and quantitatively.  x 3. Construct viable arguments and critique the reasoning of others.  x 4. Model with mathematics.  x 5. Use appropriate tools strategically.  6. Attend to precision.  x 7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 3.NB.1** | | | | | |
| **I Can Statement(s): I can use place value to help me round to benchmark numbers.** | | | | | |
| **Activating Strategy/Hook:** **Georgia Dept, of Education grade 3 pg. 61 – Choose your 3 favorite snacks. Round them to the nearest 10 using a hundreds chart.** | | | | | |
| **Teacher Directed:/Guided Practice:**  **Teacher gives students thousands chart. Teacher models how to round to the nearest 10. Teacher asks if students notice a rule (5 or more round up, 4 or less round down). Teacher introduces other strategies: number line, rounding rainbow. Students create human number line. 50-60. Put a student at 52. Ask students what that would be rounded to and why. Repeat with 55 and 59. Teacher asks students “If you had 563, how would you round it to the nearest 20? How do you know?"** | | | | | |
| **Independent Practice: Round to the nearest 10 and 100 game - pinterest** | | | | | |
| **Closing/Summarizing Strategy: Round 561 to the nearest 10 and 100. How do you know?** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| **Round larger Numbers** | | | **Circle and Draw Arrow** | | | **Partner to discuss, answer orally** |
| **Assessment(s):**  **Worksheet** | | | | | | |